



Newdale Pupil premium strategy statement 2018-2019

1. Summary information					
School	Newdale Primary School and Nursery				
Academic Year	18-19	Total PP budget for school	£126,360	Date of most recent PP	Sept 2018
Total number of pupils in school		Number of pupils eligible for PP in school	96 12 Service	Date for next internal review of this strategy	December 2018
		Total PP budget for Nursery	£1208.40	Total PP budget for school and Nursery	£128,568.40
Total number of pupils in Nursery	89 / 54 in Pre School	Number of pupils eligible for PP in Nursery	3		

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>National overall %</i>
% achieving Age Related Expectations or above in reading, writing & maths	76%	70%
% achieving Age Related Expectations or above in reading	86%	80%
% achieving Age Related Expectations or above in writing	90%	83%
% achieving Age Related Expectations or above in maths	77%	81%
Progress measure for Reading	-0.5	0
Progress measure for Writing	2.4	0
Progress measure for Maths	-0.3	0
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Coupled vulnerability with SEND is an issue for our PP eligible pupils.	
B.	Mobility in from other settings – pupils who are PP eligible join us often lower than the expectations of their peers.	
C.	Home learning environments, such as parental engagement and home support may have a detrimental effect on PP pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Ensuring that our Disadvantaged pupils frequently attend school is also an aspect may prove to be an external barrier.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils will benefit from greater developed independent learning skills	Disadvantaged pupils will have a greater ability to independently access the curriculum.
B.	Disadvantaged pupils (KS2) will make increased progress in Maths, when compared to national other and when compared to others in school.	Disadvantaged pupils progress score in Maths for the academic year 2018-2019 will be above national expectations.
C.	Disadvantaged pupils (KS1) will achieve Age Related Expectations in Maths, when compared to national other and when compared to others in school.	More Disadvantaged pupils attainment at age related expectations in Maths for the academic year 2018-2019 will be above national expectations.
D.	Disadvantaged pupils will have enhanced transition from EYPPG into Reception.	Transition between EYPPG and Reception will be enhanced, with an increased emphasis upon interventions and impact.
E.	Disadvantaged pupils will have attendance which meets minimum expectations.	Disadvantaged pupils attendance figures for the academic year 2018-2019 will be above national expectations.

5. Planned expenditure

Academic year 2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Disadvantaged pupils will benefit from greater developed independent learning skills.</p> <p><i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.</i></p> <p>'Closing the attainment gap: key lessons learned in the EEF's first six years' Educational Endowment 2018</p>	Meta-cognition staff meetings	<p><i>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities</i></p> <p>EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>CPD is planned in covering –</p> <ul style="list-style-type: none"> • Further Meta-cognition teaching approaches. • Using reflective learning across all core and foundation subjects. • Philosophy for children to be investigated and training sought. • Finnish teaching to be used in whole class teaching and the 1:1 /small groups, which are, ran by class teachers. <p>https://cambridge-community.org.uk/professional-development/qswmeta/index.html</p> <p>http://www.sapere.org.uk/Default.aspx?tabid=277</p>	<p>DHT</p> <p>More able coordinator</p> <p>SMSC lead teacher</p>	<p>At termly intervals – sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings.</p> <p>Staff meeting rota is developed in line with these priorities.</p>

	<p>Implement measured risk taking across the curriculum, incorporating outdoor learning.</p>	<p><i>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</i> EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	<p>CPD is planned in covering –</p> <ul style="list-style-type: none"> • Finnish teaching to be used in whole class teaching and the 1:1 /small groups, which are, ran by class teachers using the outdoor classroom / base camp. 	<p>HT / DHT Phase leaders</p>	
	<p>Support for pupils to target social and emotional learning.</p>	<p><i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i> EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Our Pastoral team will continue to support Disadvantaged pupils and families across the school. Parents and extended family members (where appropriate) will be invited into school to work alongside their child to encourage and build bonds.</p> <p>Tracking of the impact of the interventions that are run by the pastoral team are scrutinised by SMT and shared with Governors.</p>	<p>HT DHT SENDCO Inclusion Manager</p>	
	<p>Den complex needs provision</p>	<p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i> EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p>	<p>The Den provision continues to provide small group tuition to our Disadvantaged pupils who are working below the curriculum level of their peers. This provision also supports class teachers and other disadvantaged pupils who need additional support in curriculum areas or in preparation for transition to the next phase of their education.</p> <p>Lesson observations by school staff and SEND staff in the authority will continue to quality assure the provision.</p> <p>High staff to child ratios to ensure that Disadvantaged pupils who are accessing the Den have higher opportunities to enhance independent learning skills.</p>	<p>HT Phase Leader SENDO</p>	

	Rationale evidence taken from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ (+4 months gain) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ (+4 months gain) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ (+8 months gain) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/ (+3 months gain) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ (+5 months gain)	Total budgeted cost: £82,260
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Disadvantaged pupils (KS2) will make increased progress in Maths, when compared to national other and when compared to others in school.</p> <p>Disadvantaged pupils (KS1) will achieve Age Related Expectations in Maths, when compared to national other and when compared to others in school.</p>	Small group tuition	<p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Class teachers will assess the impact of the variety of the small group tuition offered across the maths curriculum via pupil progress meetings and assessment at key points.</p> <p>Maths co-ordinator to assess the impact of the interventions upon the progress and attainment of the Disadvantaged pupils targeted.</p> <p>This will run across Key Stages 1 and 2.</p>	DHT Maths Co-ordinator	<p>At termly intervals – sooner if required.</p> <p>All data is scrutinised at 6 weekly pupil progress meetings.</p> <p>Staff meeting rota is developed in line with these priorities.</p>
	Rationale evidence taken from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ (+4 months gain)				Total budgeted cost: £38,600

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To enhance the transition from EYPPG into Reception	Parental engagement	<p><i>Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example, through schools appointing a family liaison that work with parents through either home visits or other targeted approaches.</i></p> <p>EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/parental-engagement/</p>	<p>Our Early Years Nursery pastoral support worker will support families at all points during their child's Nursery educations, with an increased focus at points of transition. They will provide the link between staff in different stages and work with the inclusion manager to support parents as their child transitions into Reception.</p> <p>Tracking of the impact of the EY pastoral support will be scrutinised by SMT and shared with Governors.</p>	EYFS Phase Leader EYPPG lead HT Pastoral team.	At termly intervals – sooner if required.
To ensure that no Disadvantaged pupil has lower than expected attendance.	Parental engagement	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>We will continue to support Disadvantaged families to access low cost wrap around provisions (breakfast club) and ensure that families are aware of what we are able to do to help their child access school.</p> <p>We will use the Education Welfare Officer (EWO) to support us in helping families understand the importance of ensuring that their children are in school, regularly and on time.</p>	HT DHT Attendance team EWO	
	<p>Rationale evidence taken from:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/parental-engagement/ (+4 months gain)</p>				
Total budgeted cost					£ 5,500